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ABSTRACT

This teacher's resource kit is designed to complement the six books in the "Native Dwellings" series and to provide suggestions for a comprehensive curriculum unit. The books describe the shelters created by a pre-20th century groups of Native American peoples. The relationship of weather, geography, and culture is examined and identified as a factor in decisions concerning materials, style, design, and decoration of the structures. Books in the series include: (1) "Houses of Skin and Bones" (Far North); (2) "Houses of Bark" (Woodland Indians); (3) "Houses of Hide and Earth" (Plains Indians); (4) "Houses of Wood" (Northwest Coast); (5) "Mounds of Earth and Shell" (Southeast); and (6) "Houses of Adobe" (Southwest). Many of the activities given in this guide can be used with all the books; others are specific to one title. The activities, appropriate for use with students from age 8-12, are organized by book topic and by strand. A glossary, reproducible student sheets, and a reference list, resource materials and useful addresses are provided. (Contains 22 references.) (MM)

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# Native Dwellings of North America, Grades 3 to 6. Teacher's Kit.

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SO 028 625

B. Lennox

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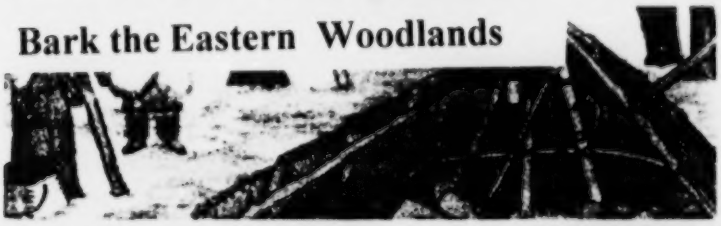
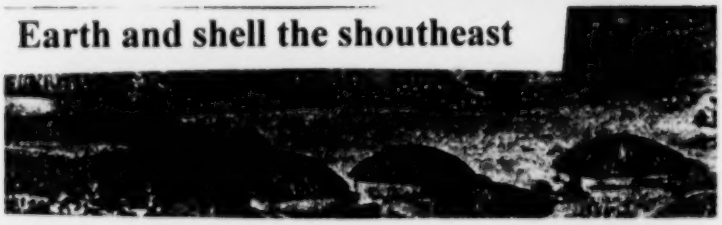
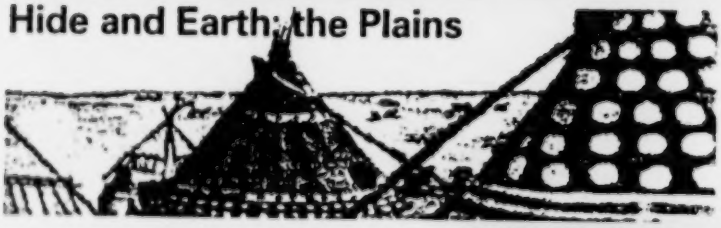
# Native Dwellings of North America

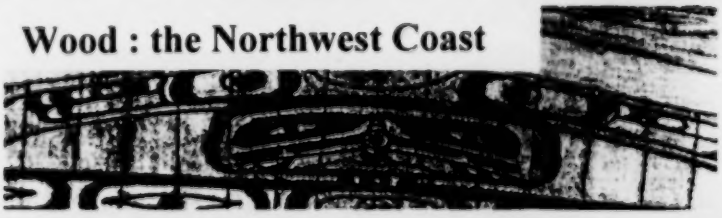
**Bonnie Shemie**
**Linda Branston**
**Lorna Main**

**Grades 3 to 6**






The following are activities which may be used in conjunction with the Native Dwellings series by Bonnie Shemie:

The materials in the teacher resource kit are designed to complement the six books in the series and to provide suggestions for a comprehensive program. Many of the activities can be used with all of the books, while others are specific to one title.

These books on Native Dwellings are stepping stones to an integrated program consisting of music,drama, art, literature, science, social studies, and moral and religious education. They should prove to be motivating and interesting for students from 8 - 12 years of age. Based on whole language, they offer opportunity for both individual and co-operative learning experiences.

The material in the kit can also be used to create activity cards fo rlearning centers.

The books should help students to better appreciate the diversity of Native peoples' lives and the richness of their cultures.

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ISBN 0-88776-371-5

**Bonnie Shemie** was born in Ohio, went to college in Pennsylvania, came to Montreal to visit her brother, and stayed on to marry, paint and raise a family. In 1996 Tundra Books will publish *The Houses of China*, the first book in her projected series about dwellings native to other countries. The six books covering the Native Dwellings of North America north of Mexico took eight years in research, printing and illustrating and were completed in 1994.

**Linda Branston** has twenty years teaching experience, the last twelve at Greendale School in Pierrefonds, Quebec with the Lakeshore School Board. She is presently teaching a class of grade four, five and six with a large number of special needs students. Linda's teaching focus is on individual growth in a classroom atmosphere which encourages students to voice opinions and undertake problem-solving thereby building confidence and developing creativity

In her thirty year career as a teacher, **Lorna Main** has been involved with many projects at school, board, and provincial levels. She actively participated in planning a social studies guide for teachers at the grade four to six level; this is presently being implemented in schools within her board. As a classroom teacher she has designed programs which integrate subjects across the curriculum. Lorna is currently teaching with the South Shore School Board, St. Lambert, Quebec.

## HOW TO USE THIS KIT:

The kit begins with a list of general activities which are applicable to all the books in the series. Specific activities then follow for individual books.

A **Reference List** includes a bibliography, resource materials, useful addresses, and Masters which may be photocopied for classroom use.

## General Activities: (These may be adapted to all six books in the series.)

As in all integrated programs these activities may combine many areas of the curriculum. Before you begin, have a map of the regions to be studied. It can be used to keep track of your progress through the series by placing on it the appropriate dwelling. The maps on the endleaves of each book locate these.

To generate interest have a selection of related books, posters, or films on hand. **See Reference List**.

## Art Activities:

Activity 1 - Use *templates* or patterns for the different houses in series.
**See Master #10.**

Activity 2 - Draw *posters* of the specific dwellings. Label. Refer to the specific book.
ex: - Igluvigak, tupiq, sod, quarmang (*Houses of snow, skin and bones*)
- Tipi, Wigwam, Longhouse (*Houses of bark*)
- Mounds of earth (*Mounds of earth and shell*)
- Earthlodge, sweatlodge, Sun Dance structure (*Houses of hide and earth*)
- Adobe, pit house, cliff dwelling, pueblo, kiva (*Houses of adobe*)
- Kwaakiutl house, southern, central and northern styles (*Houses of wood*)

Activity 3 - *Mobiles* can be made to depict the houses, the Native peoples and how they built and live in their dwellings.

Activity 4 - *Puppetry* - Shadow puppets or any form of puppets portraying Inuit Life. Create skits, dialogue on Native peoples, etc.

Activity 5 - Plasticine Village - add captions. Refer to each book for community set up.

Activity 6 - Design a series of murals (paint, felt markers) depicting everyday life of the Natives.

## Language Arts Activities:

Activity 1 - *Brainstorming* after discussion - make a chart/list of vocabulary derived from this brainstorming session after discussing one of the books of the series. Have the students write a story using the newly discovered vocabulary.

Activity 2 - *Word search* - Worksheet. A word search may be created using vocabulary from each of the books in series. **See Master #4** for Worksheet Word search for *Houses of snow, skin and bones* and a blank grid for making other word search games.

Activity 3 - *"JEOPARDY"* - using a list of newly acquired vocabulary, form questions relating to these new words. Print the vocabulary on cards. Print the questions on the other cards. Match-up.

Activity 4 - *Read* and discuss prose and poetry with the class to enrich the literature content. Legends and oral story telling are an important source of Native culture. Make a wide variety of books containing legends available to the students. Read some aloud to share the message these tales contain. Encourage the students to write their own legends patterned after these Native tales. Also, have the students try to write poetry in a variety of forms. **See Master#1.**

Added suggestions - Students could write their piece inside the outline of the house or create a border around their writing depicting a scene from the particular village.

Activity 5 - *Drama* - Role Play - Create skits, short plays, mime.

Activity 6 - *Interview* - By phoning a local aboriginal council perhaps interviews by telephone or personal visits to schools may be arranged.

Activity 7 - *Storytellers* - If your school is located in a region where it is possible to invite a member of a Native community to visit the class you may find a source of storytelling and examples of a cultural heritage.

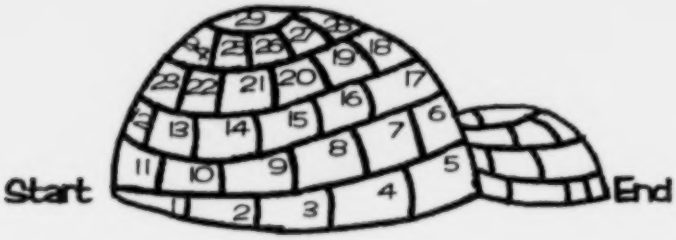
Activity 8 - *Daily News Flash* - (fictional) - In teams have the groups write articles which would appear in the local Far North Chronicle or title projected from discussion.
Create a newspaper....News, Sports, Weather, Classified Ads, etc.

Activity 9 - *Animation* - Create flip books using characters fishing, hunting a whale/walrus etc./house building.

Activity 10 - *Letter Writing* - Locate actual Northern schools. Find real pen pals. Questions could be brainstormed first. Then write a letter to a student in a Northern school asking very specific questions about his/her life and education. **See Reference List** for addresses in Canada and the United States.

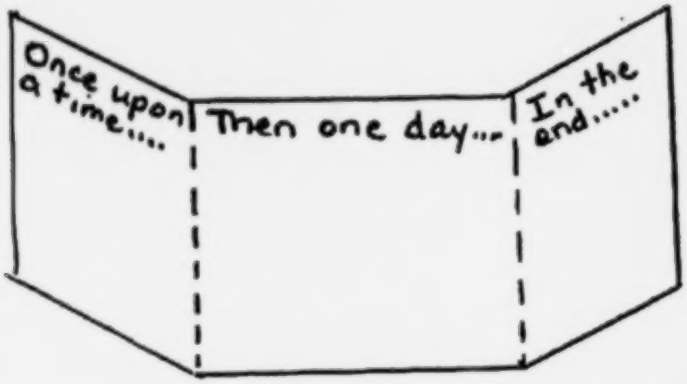
Activity 11 - Create a simple *board game* to be laminated and used in class. The board itself would follow the format of a path from Start to Finish. Groups with specific directions may be set up to create a game for one of the books. Dice would be used with markers (for two to

four players). A set of cards with question and answers for each book. These questions may be selected from the list of comprehensive questions provided for each book. The teams may be as artistic or creative as possible with the actual board, ex: Perhaps the path for *Houses of snow, skin and bones* may be an igloo with the actual snow blocks numbered making a path from beginning to end.




Using one die, roll and choose a card according to the number on the block. Follow through.

Activity 12 - *Three - Fold Scenarios* - Create short scenarios having reference to situations in a particular book from the series.




Activity 13 - Use templates to create bingo games using new vocabulary.

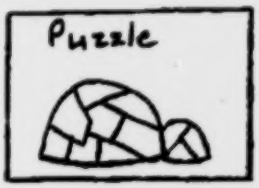
## Music Activities:

Activity 1 - *Entertainment* - Research the types of entertainment for adults/students. List common activities: Television? Music? List various activities: games. singing, including throat singing.

Activity 2 - Create instruments used by each of the Native peoples. Use recycled materials. Then have a jam session, ex: sticks, bones, stones, skins (hides), drums.

## Math Activities:

Activity 1 - *Geometric Puzzles* - Integrating Math/Art have the students draw each of the types of houses given certain dimension (8 ½ " x 11"). Glue on solid cardboard. Draw geometric shapes in puzzle form over sketch. With help of teacher cut out pieces carefully. Exchange with peers and reassemble. (Use solid black lines).




Activity 2 - a) *Word Problems* could be prepared from each of the books as used in class. Ex: *Houses of snow., skin and bones* — If an igloo was made from 73 blocks of snow and each block weighed approximately 18 kilograms (40 pounds), how much would the entire igloo weigh?

Activity 3 - *Graphing* - using information from each book, topics to survey could be found.
ex: - Average precipitation
- Measure snowfall in far North using Environment Canada or United States weather service data.
A) pictograph B) line graph C) bar graph

## Science Activities:

Activity 1 - The Native peoples respected their land. Compare and contrast their attitude to nature with the non-native attitudes of today. Study endangered animals, conversation of soil and water, danger to the environment due to "progress", ex: clear cut lumbering, over fishing, etc.

## Social Studies Activities:

Activity 1 - The most important activity is to locate where each group lived and to discover what the natural resources were in the region. This is an excellent time to have students use deductive reasoning to see how location affects lifestyle. Chart student responses and ideas and compare them later when they have finished reading each book.

Activity 2 - *Research paper/project* - These projects may be initiated from topics from each book, including: family roles, community living, food transportation, climate, living conditions, difficulties faced daily, on the move. These can also be done in groups, each group given a sub-topic. **See Master #2.**

Activity 3 - Set up *Real Estate Agency* - Design a pamphlet to advertise housing expanding on specific needs. These may be presented orally. Display pamphlets afterwards.

## Specific Activities

# Houses of snow, skin and bones

## Art Activities:

Activity 1 - *Construct* an igluvigak (a snow house) using self drying clay and paint (tempera). This can be done cooperatively. A whole village can then be set up on a hard surface in the classroom.

Activity 2 - *Inuit Art* - After discussing the symbols and subject matter of many Inuit pieces, use a black felt marker, black tempera or china ink and brown grocery bags to design an Inuit scene. The end result should resemble Inuit painting on animal skins. Technique used: Remove the stiffness from the paper bag allowing the bag to become limp, wrinkled and soft by crumpling it.

Activity 3 - *Soap stone carvings*: Use actual pieces of soap stone and tools (art boutique) or use bars of soap (Dove, Ivory) and butter knife for carving.

Activity 4 - *Styrofoam Art* - (Meat packaging, large pieces of Styrofoam from T.V. boxes etc.) Use a perforated bread knife to cut it or use template. **See Master #10**. Construct an igloo. Use it as a reading centre. Use white glue to adhere pieces.

Activity 5 - *Teams* - Construct the types of dwellings. Make a summer camp - a winter camp. Plan some activities which the Inuit would carry on in each season.

## Language Arts Activities:

Activity 1 - *Sequencing* - Create sequencing sentence strips i.e.: the instructions for building an igloo. Have students individually or in teams arrange these in order. **See Master #3.**

Activity 2 - Draw up a *list* on an experience chart:

a) Advantages and disadvantages of living in the Far North.

b) List the differences between your lifestyle and that of the Native peoples in the North.

Activity 3 - *Write* prose or poetry to capture the feeling of either isolation or cold. (adjectives).

Activity 4 - *Sequencing* - Write a fictional account of your first hunt.

Activity 5 - Try to *retell* an Inuit tale after hearing some legends. **See Reference List.**

Activity 6 - Read other Inuit stories, both from the past and modern times (*contrast*).

Activity 7 - *Wordsearch* - **See Master #4.**

Activity 8 - Combine with Science and Language Arts and make an *electro board.* The students can write the questions and answers and make the boards using tin foil as a conductor. **See Reference List.**

## Social Studies Activities:

Activity 1 - Using information from either books, newspapers or weather reports on television, *make a graph* to compare the temperature in your region to that of a northern community for several days. Keep the chart and add to it in another season and see how the temperature changes.

Activity 2 - *Complete the chart* (**See Master #5**) using information from the book to show the types of dwellings each group of Inuit used in either summer or winter. An excellent time to observe the dependence on natural materials and accessibility.

Activity 3 - *Discuss or list* Permafrost and how it affects lifestyle even today.

Activity 4 - *Discuss and list* the characteristics of deserts. Most students will be familiar with the more well-known ones (Sahara, Gobi). Determine with the class how the Far North is qualified to be called a desert.

Activity 5 - *Imagine* that you want to visit a northern community. What travel plans would you have to make? How would you get to your destination and how many types of transportation would you need? How far is the place you wish to visit? Chart your trip on a map of the region.

## Science Activities:

Activity 1 - *Day and Night*

Material: one chopstick or skewer, an apple (Earth), a lamp (Sun)
Procedure - place apple on skewer or chopstick
- hold apple beside lamp and tilt apple slightly, moving it slowly around the lamp. While moving apple, keep it tilted in same direction. Does the lamp shine on different parts of the apple? The top of the apple is lit up while the bottom is dark. This is like the Arctic in summer and the Antarctic in winter. (ref: *Snow Watch* by Cheryl Archer. Experiments, activities and things to do with snow).

Activity 2 - Making a snow gauge. Procedure and materials can be found in most science texts or in *Snow Watch.*

Activity 3 - "Cold/Warm Air" *Experiment.* Create an experiment to demonstrate that warm air rises. This may also be written up as a lab.

Activity 4 - *Research* on flora and fauna (plants and animals) of the far North.

Activity 5 - *Insulation* - Discussion of how insulation works. How does a "cold trap" work in igloos? Perhaps experiment. What do humans use as insulation? Animals?

## Specific Activities

# Houses of bark

## Art Activities:

Activity 1 - *Construct* a tipi - Following details in *Houses of bark,* build a tipi using material resembling the real thing. Use this tipi as a quiet corner.

Materials - sticks, brown kraft paper crumpled, paper towel (brown).

Activity 2 - *Perspective Box* - Diorama in a box. Set up a miniature scene or community. Use cut-outs, be creative. Use a large box. You may leave top open to look in or view inside through a peep-hole. Shine a light in through an opening on top.

Activity 3 - *Make* moccasins to display. Use brown kraft paper softened to represent "hide." You may also use thick brown felt, needle and thread, and beads for decoration.

Activity 4 - Using Fimo, *make* small beads and create jewelry. Discuss why necklaces and beads are worn.

## Language Arts Activities:

Activity 1 - Make a *list* of the different homes of the Native peoples. Record the materials used to build them, giving durability, size, practicality, advantages and disadvantages. This can be done in groups, each taking a kind of dwelling.

Activity 2 - Bark

A) *List* all the reasons for using bark and show how indispensable it was to the people.

B) *Debate* the advantages and disadvantages of living in these particular dwellings: tipi, wigwam, longhouse.

C) *Discuss* and prepare a chart of the differences between your lifestyle and that of the Woodland Indians.

Activity 3 - Transportation - *List* modes of transportation and list the difficulties the Natives encountered. ex: snowshoes, bark canoe, travois.

## Music Activities:

Activity 1 - *Create* musical instruments using various materials to resemble the real instrument. ex. rattle (gourd filled with beans), morache (made from gourd), Chippewa dance drum (hollow log), skins, feathers and beads.

Activity 2 - *Listen* to music recorded by Native artists: Robbie Robertson, Buffy Sainte-Marie, Kashtin, Susan Aglukark, among others.

## Social Studies Activities:

Activity 1 - *Discuss* time zones. Compare with your time zone.

Activity 2 - *Group research* - According to the latest census, which province, state or region has the highest percentage of Native people? Bar graph the information.

Activity 3 - Foods - *Discuss* different foods of the Natives. Bring in the recipe and make a sample for students to try, ex: Bannock, a scone type bread made over the open fire. This is an excellent way to culminate the study of the book. **See Reference List.** Students can share their thoughts on what they learned.

## Science Activities:

Activity 1 - The people of the longhouse were cultivators, not nomadic as were other tribes. *Discuss* the three sisters — squash, corn, peas, and plant seeds to watch growth. Discuss germination.

Activity 2 - Native people moved to a new location when the soil's nutrients became poor. *Discuss* rotation and how plants need nourishment to grow.

Activity 3 - Using a microscope, *observe* the cells in leaves. Find chlorophyll and discuss photosynthesis.

Activity 4 - Check the diet of the Native people in the region and the foods which were available and compare it with a National Standard Food Guide to see if it meets what is considered a balanced diet today.

## Specific Activities

# Mounds of earth and shell

## Art Activities:

Activity 1 - *Build* a mound, a community with avenues and roadways. Use earth, sand and water (a little clay) and on a solid piece of wood, construct a miniature community.

- Mounds can also be built using flour and water or wallpaper paste and newspaper/papier mâché.

- For larger mounds chicken wire can be used then papier mâché applied. A cross section can be made showing the inside of the dwelling.

Activity 2 -*Make* pencil drawings of the cross section of a burial mound showing how the bodies were layered.

## Language Arts Activities:

Activity 1 - *List* the rituals and make a comparative study of some of the rituals we have in different cultures today. Display the chart and add to it periodically.

Activity 2 - *Lacrosse* - Talk about the game of Lacrosse. Discuss the rules and regulations and the objectives of the game. Play the game in cooperation with the physical education teacher as part of their physical education program.

Activity 3 - Chunkey - Discuss the rules and regulations of this game (description of the game on page 18 of *Mounds of earth and shell*) and group the class accordingly.

- Have the students work on ideas for a new game. They must also write up the rules and directions to follow. This may take a lesson or two. A spokesperson from each of the groups can explain their game to the class followed by the groups exchanging their games and trying them out.

Activity 4 - A *study* of shells. Many students collect shells which they can bring in to display and discuss. Discuss dimensions of mounds and have the students visualize how many shells it would take to actually create a mound.

Activity 5 - *Discuss and research* some of the tombs of the ancient Americas. Choose one famous mound and have the students find information about other important tombs: The Great Serpent Mound in Ohio; The tombs of the Moche in Peru.

## Specific Activities

# Houses of hide and earth

## Art Activities:

Activity 1 - *Painted Tipis* - Create a tipi in the shape of a large semi-circle with two smaller semicircles (as in the sketch) to form the doorway. Use brown kraft paper or heavy fabric. Paint the designs, symbols or hunting scenes on the paper or the fabric first. Then assemble the tipi using three plant support sticks (they should be longer than the tipi itself). Tie the sticks together at one end. Form a cone with the dry paper or fabric and slip the sticks inside as support.

- *Research* the types of scenes painted on tipis. Display photos or magazine pictures of painted tipis.

Activity 2 - *Bead work* - Set up a table on which various beaded items can be displayed, ex: vests, headbands, moccasins. Discuss design, colour and the creation of pattern through repeated design.

A. Using graph paper and thin markers or coloured pencils, have the students develop patterns of triangular or diamond shapes or of geometrical eagles, other birds, animals. Cut the graph paper into strips of approximately 10 cm x 30 cm (4 " x 12 " ). Always have the students experiment first. Stress the importance of repetition and vibrant colour.

B. Cloth, colored beads, wool and a darning needle may also be used.

Activity 4 - *Create* your own war bonnet. Cut paper feathers 20 cm long x 8 cm (8 " x 3 ") wide on white folded construction paper. Cut snips into the sides of the feathers. Cut out a small red felt square to be wrapped around the base of the feather. Tie and secure this square by winding yellow embroidery thread tightly around the felt. Use a strip of corrugated cardboard for the head band. Make two black and red rosettes from which you hang two white strips (on each rosette) of fabric or felt. These represent the ermine strips. Colour the top portion of the feathers black, then sew them along with the rosettes onto the headband.

## Math Activities:

Activity 1 - *Floor Planning* - Using a large piece of chart paper, bristle board or mural paper, draw a large scale floor plan of the painted tipi (aerial view). Label the items generally found inside. Write a brief description of the purpose of each of the items.

## Social Studies Activities:

Activity 1 - *Write* up a comparative list of the similarities and the differences between the tipi and the earthlodge. Take into consideration shelter, size, strength and seasonal influences.

Activity 2 - *Trail Making* - Discuss some of the different symbols used by Natives using twigs. Create a poster representing these symbols. Have groups work on making a trail using actual twigs collected beforehand. The other students can decipher the trail.

Activity 3 - *Write* an account about the life of the hunter and the hunted.

## Language Arts Activities:

Activity 1 - *Cloze passage* to complete. **See Master #6.**

Activity 2 - *Comparison study:*

A. Imagine that you are a European explorer who has just reached the prairies and you have an opportunity to see the powerful Native tribes who live there. Make journal notes about your observations of the dwellings and the people.

B. If you were a settler coming to the prairies in the 1900s, a very different picture would have greeted you. *Compare* the explorer's notebook with the way of life for Native people at the beginning of this century. *Write* a letter home.

Activity 3 - *Debating*: Students enjoy debating and it is a great opportunity for them to learn how to listen, respond and organize their information. There are many topics that can be debated here, ex: a) Native people are portrayed in movies as fierce fighters. Is this true or a stereotype? b) European settlers brought a better standard of life to the prairies and the Native people. True or false?

## Specific Activities

# Houses of adobe

## Art Activities:

Activity 1 - *Landscape* - Using large pieces of Styrofoam and white glue, build a Hopi village as seen in the book.

- Self-drying clay can also be used to construct a miniature village set on a piece of wood. This would give the brick effect.

Activity 2 - *Ceremonial Bowls*

A. Using self-drying clay, paint traditional designs on the bowl with tempera or acrylic paint. Photos of these types of bowls and other artifacts can be found in art history books or art magazines.

B. These bowls can also be created, using margarine or similar containers as the base. Then the papier mâché technique is used. Once dried, the bowl is removed from the container and the decorating begins.

Activity 3 - *Build* a pueblo using boxes of various sizes for the different size apartments and plasticine for the details inside the dwelling. Figures can be placed alongside as well.

## Language Arts Activities:

Activity 1 - *Kiva* - Write an account of the significance of the kiva. This could be presented as a research paper.

Activity 2 - *Food* - Try making a recipe of Cornmeal Muffins in class in groups. Have each group bring in a portion of the ingredients. **See Reference List.**

Activity 3 - *Crossword puzzle* - Matching definitions. **See Master #7, 8, and 9.**

## Social Studies Activities:

Activity 1 - *Discuss* the southwest areas and locate the areas of the pit houses, the great houses of Chaco Canyon, the cliff dwellings of Mesa Verde, and the pueblos.

## Science Activities:

Activity 1 - *Preservation of water* - Since water is such an essential and vital element, have the students experiment to see how the sun affects the water and brainstorm ideas of how they would be able to preserve water. Experiment: Place water in two bowls and let one stand in the sunlight and the other in a dark closed area. After a period of time, measure and record what happened.

## Specific Activities

# Houses of wood

## Art Activities:

Activity 1 - *Draw* murals or posters of various clan symbols. The symbols were generally of real or mythical beasts. Have the students look through books on the Native peoples. Note the symbols carved on the front of the Kwaakiutl house (circa 1900). The posters or murals can be painted and washed with a pale brown water colour to signify the wood grain.

Activity 2 - *Make* a model band encampment. Use a large shoe or similar box. Cut the sides of the base down leaving approximately 2 cm (1 ") all around. Using the lid of the box, stand it upright and draw or paint the background scenery (mountains, hills, valleys, sky and clouds). Make the houses out of toothpick or thin wood chips. (Cedar chips are soft.) Totem poles may be formed from clay or plasticine and placed on the land. This activity is similar to the dioramas described in the general ideas section.

Activity 3 - *Papier mâché* totem poles of the Haida - Using large circular tubes or heavy bristle board as a base, apply newspaper strips in layers with the mixture of wallpaper paste (papier mâché). With the wet paper mould the faces on the sections of the pole. The eyes, nose and mouths should form dimension. Once thoroughly dry, paint decoratively with bold colours. Before beginning to paint the class should discuss how the animals and humans represented different spirits. The totem pole can be done in sections and then assembled and displayed in the classroom.

Activity 4 - *Masks* - After looking through art history books or books such as *"Art of the Northwest Coast"* (**see Reference List**) the students will enjoy creating ceremonial masks.

A. *Papier mâché* masks can be made using a chicken wire form as the base. Chicken wire is very pliable and easy to mould. Paste over the wire form to create the eyes, nose and mouth area. Once dry, decorate as desired.

Activity 5 - *Face Painting* - Look through books to find the designs, patterns and colours used on faces. Using water pastels, the students can actually paint their own faces. (These pastels wash off easily with water.)

## Language Arts Activities:

Activity 1 - *List* the advantages and the disadvantages of the wood houses. Use this list as a class discussion or group involvement.

Activity 2 - *Discuss* the different clans. Talk about their symbols and what they stood for. Divide the class into clans and have them create symbols for their fictional clan.

Activity 3 - *Spelling* - Throughout the study of this book build a list of newly acquired vocabulary .**See Master #11** The class should be asked to learn the words to prepare for a spelling challenge or to make spelling games (crosswords).

Activity 4 - *A Wall of Words* - Word cards can be placed on the wall daily, focusing on the book. This will help enhance any writing assignments given.

Activity 5 - *Set up a bulletin board* - Call it "Information in Brief". Have note paper available in a pocket by the board for students to record interesting information they have found regarding the Northwest Coast and its Native peoples. Newspaper articles can also be pinned on this board as news flashes.

Activity 6 - *List* on the experience chart the comparative study of the different tribes, their social organization, their fishing and hunting techniques, dwellings, clothing, spiritual beliefs and ceremonies, weapons and method of transportation. This would be drawn up as a recap of what has been taught in class.

## Music Activities:

Activity 1 - *Research* - Different tribes have different costumes, style of body or face paint and special dances and chants. Each group could work on one specific area.

Activity 2 - *Music and Drama* - Prepare a "potlatch" celebration (speeches of welcome, etc.).

## Science Activities:

Activity 1 - *Conservation* - Explain how the Natives conserved the trees as they built their wood houses. Compare their methods to today.

Activity 2 - The *food* of the Northwest Indians - List their staple foods. Perhaps have a food sampling. Discuss the health factors that the Natives had to face as well as the nutritional value of the foods they ate. Mention the foods which were considered medicinal.

## REFERENCE LIST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*Art of the Northwest Coast*, An Exhibition at the Robert H. Lowie Museum of Anthropology of the University of California, Berkeley, Mar.26-Oct.17, 1965.

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*Creative Science Classrooms*, Sandra Markle, Scholastic Professional Books, New York, 1990.

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*Indians of the Plains*, Ruth Thomson, Franklin Watts, London, England, 1991.

*Kids in the Kitchen*, Kids of Canada Series, James Lorimer and Co., Toronto, 1978.

*North American Indian Survival Skills*, Karen Liptak, Franklin Watts, London, 1990.

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*Writing Survival Skills for the Middle Grades*, Imogene Forte and Joy Mackenzie, Incentive Publications, Inc., Nashville, Tennessee, 1991.

<u>Tundra Books by Native artists:</u> (appropriate Native dwelling title in parentheses)

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*How Two Feather was saved from loneliness*, An Abenaki legend, C. J. Taylor, Tundra Books, Montreal, 1989. (Houses of bark)

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*Bones in the basket, Native stories of the origin of people,* C. J. Taylor, Tundra Books, Montreal, 1994. (Houses of snow, skin and bones; Houses of bark; Houses of wood; Houses of hide and earth; Houses of adobe)

*The monster from the swamp, Native legends about demons, monsters and other creatures,* C. J. Taylor, Tundra Books, Montreal, 1995. (Houses of snow, skin and bones; Houses of bark; Houses of wood; Houses of hide and earth)

**Each of the books in the Native Dwellings series contains a thorough bibliography on the copyright page.**

Questions which can be used to initiate discussion or to check recall and comprehension

**Houses of snow, skin and bones**

- The severest climate on earth...p. 3

1. What made survival possible in this type of climate?
2. In this climate, which is more urgent, shelter or food? Why?
3. What changes came with the coming of summer?

- Igluvigak - the snow house...p. 6, 7

1. How are snow houses built? What type of snow is needed to build one?
2. Why is Igluvigak called "the most ingenious shelter in the world"?
3. Describe briefly the steps in building a snow house.
4. Describe the different sizes of the snow houses and different levels in some of these houses.

- Living in snow houses...p. 10, 11

1. What effect does the way air behaves have on the temperature inside the snow house?
2. What does "translucent" mean?
3. What did the women do to strengthen the snow house? Explain.
4. What other materials did Arctic people use other than snow to build their homes?

- Shelters of stone, skin, and whalebone...p. 14

1. What is the difference between the snow house and the quarmang or quarmak?
2. Describe in detail the living quarters of the quarmang.
3. Why did the buildings of the quarmang decline after the thirteenth century?

- The Alaska sod-house...p. 15

1. Describe the type of dwelling built by people in Alaska.

- Summer dwellings-tents of many kinds...p. 18

1. What is permafrost? Where is permafrost found?
2. Explain the food chain cycle for the people of the North.

➴ The tupiq...p. 19

1. Remembering that people had to use whatever was at hand, list the things used to build a tupiq.
2. How did light enter the tupiq?

➴ Other tents...p. 22, 23

1. How was a tent able to stand with only three poles holding it up?
2. Why is the Arctic environment considered very fragile?
3. Using the concept of nature working for the Inuit, what eventually happens to the snow houses?

**Houses of bark**

The northern woodlands...p. 3

1. What are the roles of the female, the male and the children of the family?
2. What are the differences between longhouses and tipis?
3. What were some of the uses of bark?

The bark tipi...p. 6, 7

1. How did the Indians mark the good trees?
2. What was the process once the bark was peeled off the tree?
3. List and describe the various types of tipis.
4. How would you build a tipi? List steps.

The wigwam...p. 10, 11

1. How did a wigwam compare with an igloo? Make a list.
2. Describe the three stages in building a wigwam. How is it more difficult than building a tipi.
3. What did they build around the fire pit and why?
4. What type of floor did the wigwam have?

The people of the longhouses...p. 14, 15

1. Describe the members of the fireside family and the other family.
2. Draw a diagram of the long house community.
3. Describe the interior of the long house and explain the purpose of the different areas.

The long house...p. 18, 19

1. How long were longhouses? What were the measurements?
2. What is a clan?
3. How did the people prepare for moving into a new long house?

Other bark structures...p. 22, 23

1. What does "Shaman" mean?
2. What was the purpose of the steam in these sweat lodges?
3. What are some other uses of bark? List them.

**Mounds of earth and shell**

p.3

1. Why were the families of 2500 B.C. collecting shells along the shore waters?
2. For how long did mound building go on?
3. Were all the mounds built exactly alike?
4. What was the most important use of the mounds?

The first mounds of earth...p. 6, 7

1. How many mounds made of earth have been found from Florida north west to Ontario and Manitoba, and from the Atlantic west to the Mississippi River?
2. Describe the sizes of the mounds.
3. In northern Louisiana a structure was built as a religious centre. Describe it.
4. What was buried in the mounds?
5. For how long was this site occupied?

Burial Mounds and the Adena...p. 10, 11

1. What happened to the bodies in early Adena burial mounds?
2. If the mounds were built in groups what surrounded them?
3. Where did the Adena live?
4. Describe their dwellings.

Sacred places and the Hopewells...p. 14

1. What were the changes that took place in the burial mounds?
2. What were these people called? How did they get their name?
3. When did the Hopewells stop building mounds? Why?

Temple building and the Mississippians...p. 15

1. Describe the towns surrounding the mounds of A.D.800.
2. Where did the people get their food during famine?
3. When a "Sun" died, what was the ritual?

Let us visit a town of the Mississippians...p. 18, 19

1. What would you see if you were standing in the centre of a huge plaza in a town of the Mississippians?
2. How are the towns linked?
3. What sport originated in this area?
4. What was the name of another popular game and how was it played?
5. Describe one of the rituals carried out by these people.

Cahokia - a huge town...p. 22, 23

1. What was the name of the most fascinating town built by the Mississippians?
2. How many mounds were there in the city?
3. Describe the largest one of these mounds.
4. What purpose did the woodhenge or sun calendar circle serve?
5. What were some of the mysterious questions left open by the fascinating study of Cahokia?

**Houses of hide and earth**

Life on the western plains...p. 3

1. What is a natural shelter? Did the Native peoples of the plains have this?
2. What did the white man bring with him that forced the Natives to live on reservations?
3. What does each of the dwelling types symbolize?

The tipi..p. 6, 7

1. What happens to buffalo hide when it gets older?
2. To compensate for different temperatures, what did the plains people do in the cold winter and in the warm summer?
3. Where did they have to go to find the proper poles or to replace them?

Painted tipis...p. 10, 11

1. Where did they get the paints to paint these tipis? Give three examples and list the source of the colours.
2. Give three designs used. What was their significance?
3. Describe the inside of the standard tipi.

The earth lodge...p. 14, 15

1. When did the earthlodge first appear? Who built them?
2. What devices were used to keep away intruders?
3. What were some of the mythical beliefs associated with the way the tipis were arranged?
4. What did the plains people lay on top of the earthlodge, leaving an opening as a smoke hole?

Inside the earth lodge...p. 18, 19

1. Since there were no windows in the earth lodge, how were they lit?
2. What was the roof of the earth lodge used for?
3. What is the belief about the women of the tribe owning the earthlodges?

Other buildings of the Plains Indians...p. 22, 23

1. What are the names of some of the other structures built on the plains?
2. Which is the most important festival and describe the structure in which this event was held?
3. Can you explain why everything that the Indians do is in the shape of a circle?

**Houses of adobe**

The Southwest...p. 3

1. What does the word "nomad" mean?
2. Describe some of the Native architecture of the Southwest.
3. Which states in the United States were considered to make up the Four Corners region?

The first Americans...p. 6

1. What did the first Americans probably hunt?
2. What did the wanderers and traders bring with them from the North?
3. Describe the pit house in detail.

Moving above ground...p. 7

1. What were the duties assigned to the individuals in the pit houses?
2. Since the pit houses were not abandoned after people stopped living in them, what were they used for?

The great houses of Chaco Canyon...p. 10

1. What was the reason for a building boom in AD 800?
2. What purpose did the roads serve?
3. Why do we believe that Chaco Canyon was the centre of a large trading network?

Charting the sun and seasons...p. 11

1. What is a petroglyph?
2. What was discovered that proved that the people of Chaco Canyon possessed another kind of knowledge? What was it?

The cliff dwellings of Mesa Verde...p. 14

1. Explain briefly how these houses were situated.
2. Why did the people choose to have their homes in such a dangerous spot? List the advantages.
3. Why were the doorways sometimes built wider at the top than at the bottom?

Storing water in a dry land...p. 15

1. How did the cliff dwellers manage to preserve water?
2. What were some of the reasons these people had to move on?

The pueblo...p. 18

1. In what year did the first Spanish explorers pass through this area?
2. What type of dwellings did the Native peoples of this region build?
3. What were some of the differences between the pueblo and the cliff dwellings?
4. Where is the oldest continuously inhabited town in the United States? Calculate the number of years it has been occupied.

Building a house of adobe...p. 19

1. The women played quite an active role in the building of their homes. Describe their role.
2. What is adobe?
3. What part did the men play in building the home?

Inside the pueblo...p. 22

1. In case of intruders what do the people do?
2. What do they do to control the temperature in the pueblo?

Kivas...p. 23

1. What is the kiva used for? List some of the activities that go on in the kiva.
2. What is the sipapu? Explain.

**Houses of wood**

The Northwest Coast...p. 3

1. What was one important thing that the men of the village had to learn?
2. Since they did not have the hardships of other Native peoples, what were they able to develop? .
3. What type of shelters did they build?

Felling the trees...p. 6, 7

1. Why was cedar such a special type of wood?
2. How did the men know that the tree was a good one?
3. Describe briefly the steps in bringing the tree to the site of the home.
4. What job were the young boys given?

Building a house...p. 10, 11

1. How did the boys manage to carry the logs to the site?
2. What helped defend the village in case of attack?
3. Why is it difficult to find material in these sizes today?

Styles of houses...p.14, 15

1. What distinguished one tribe of the Northwest Coast from the other?
2. List the different styles of houses in the southern region, from Vancouver Island to southern Oregon, and the northern region, from the Queen Charlotte Islands up to southeastern Alaska. Compare.
3. Why were the houses said to be alive?

Totem poles...p. 18

1. What were some of the most common symbols painted on the totem poles?
2. How were the crests or animals chosen for a particular home?

Inside the house...p.19

1. Inside the house, how were the sleeping stalls arranged?
2. When was the chief's house transformed? Describe the event in detail.
3. How did these families protect themselves from the enemy?

Houses in summer and winter...p. 22

1. How many dwellings did the Northwest Coast Indians live in during the course of a year?
2. What did the women do during the winter months?

Other uses of wood...p. 23

1. List the items that were made from wood or bark.
2. Describe how clothing was made out of wood fibre.
3. How did they make the clothing water resistant?

## Recipes

### Bannock

| | |
|---|---|
| 750 ml | 3 cups all purpose flour |
| 25 ml | 2 Tablespoon baking powder |
| 15 ml | 1 Tablespoon sugar |
| 5 ml | 1 teaspoon salt |
| 125 ml | ½ cup lard |
| 150 ml | 1 cup water (approximately) |

Mix flour, baking powder, sugar and salt. Cut in lard. With liquid form a soft dough. You may use milk instead of water for richer dough. Make a ball. Flatten to a circle about 2½ cm (1 ") thick. Place on cookie sheet. Bake at 220° C (420° F) for 25 minutes or until brown. Serve warm. Jam is a great addition.

### Cornmeal Muffins

Set oven to 200° C (400° F). Grease muffin tins.

| | |
|---|---|
| 170 ml | ¾ cup cornmeal |
| 270 ml | 1 ¼ cup milk |
| 225 ml | 1 cup all purpose flour |
| 15 ml | 3 teaspoons baking powder |
| 5 ml | 1 teaspoon salt |
| 75 ml | ⅓ cup white sugar |
| 55 ml | ¼ cup butter or margarine |
| | 1 slightly beaten egg |

Stir together the cornmeal and milk in a large bowl. In a separate bowl, mix together the remaining dry ingredients: flour, baking powder, salt and sugar. Stir into the cornmeal mixture: One slightly beaten egg and ¼ cup melted butter or margarine. Add the liquid to the dry ingredients and stir only until combined. (Butter should still be lumpy). Fill prepared muffin tins ⅔ full. Bake for 20 minutes. Yields 12 muffins.

## MASTERS FOR TEACHER/STUDENT USE

| | |
|---|---|
| **Master #1** | Poetry |
| **Master #2** | Research Project Worksheet |
| **Master #3** | Sequence Sheet (with answer sheet) *Houses of snow, skin and bones* |
| **Master #4** | Wordsearch worksheet (with answer sheet and blank for use with other books) |
| **Master #5** | Dwelling and Seasonal Chart *Houses of snow, skin and bones* |
| **Master #6** | Cloze Passage (with answer sheet) *Houses of hide and earth* |
| **Master #7,** | Crossword Puzzle Clues *Houses of adobe* |
| **Master #8** | Crossword Puzzle *Houses of adobe* |
| **Master #9** | Crossword Puzzle answer sheet *Houses of adobe* |
| **Master #10** | Templates for each of the books |
| **Master #11** | Vocabulary List for each of the books |

## Master #1

**POETRY**

There are many forms to use. Here are three examples:

**Haiku**

A Haiku poem is made up of seventeen unrhymed syllables divided into three lines (5-7-5)

Most Haiku poems are about nature and usually answer the following questions: What, Where, When (in any order)

sample:

The Arctic fox sits
Watching silently at dusk
Waiting for its prey

**Step Poem**

Step 1: animal name or name of a Native dwelling
Step 2: three adjectives or adverbs
Step 3: where you would find it
Step 4: another way to refer to the animal or dwelling

sample:

Step 4 beautiful hunter
Step 3 on the Arctic tundra
Step 2 watching, hunting, running
Step 1 Fox

**Shape Poem**

Choose a dwelling. List words and phrases to describe it. Use an outline of the dwelling and write the words around the outline to create a shape made with words. Use template.
**See Master #10.**

## Master #2

### Research Project Worksheet

1. The topic I chose is: _____

_____

2. What do I already know about this topic? _____

_____

_____

_____

_____

_____

_____

_____

3. What other things should I find out about my topic? _____

_____

_____

_____

_____

_____

_____

4. Here is the list of the resource books I need for my bibliography:

| title | author | publisher | date |
|---|---|---|---|

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

5. Read the resource material and make notes in my own words on each book or article. Use a separate page for each book.

6. Organize the information. First write a topic sentence then decide what I want to say in each paragraph. (Remember, each paragraph is about one thing only).

topic sentence: _____

_____

_____

7. Reread and edit my draft. Is it well organized? Are the sentences clear? Is there enough information? Is the spelling correct?

8. Write the final draft neatly.

## Master #3

## Houses of snow, skin and bones

**Directions: Put these sequence strips in order.**

---

____ Lay next row of blocks on first !ayer, tilting them inward.

---

____ Cut blocks 2 feet wide, 6 inches thick and 1 yard long from inside the circle.

---

____ Find snow with no layering or cracks.

---

____ Shave tops of the blocks so they slant upward and inward.

---

____ Place key stone on top.

---

____ Mark a circle in the snow with a snow knife.

---

____ Cut a low entrance near the bottom.

---

____ Place first blocks on their edge along the line for the circle.

---

____ Fill the cracks with snow.

**Answer Sheet to sequence strips.**

---

6 Lay next row of blocks on first layer, tilting them inward.

---

3 Cut blocks 2 feet wide, 6 inches thick and 1 yard long from inside the circle.

---

1 Find snow with no layering or cracks.

---

5 Shave tops of the blocks so they slant upward and inward.

---

7 Place key stone on top.

---

2 Mark a circle in the snow with a snow knife.

---

9 Cut a low entrance near the bottom.

---

4 Place first blocks on their edge along the line for the circle.

---

8 Fill the cracks with snow.

## Master #4

## Wordsearch Houses of snow, skin and bones

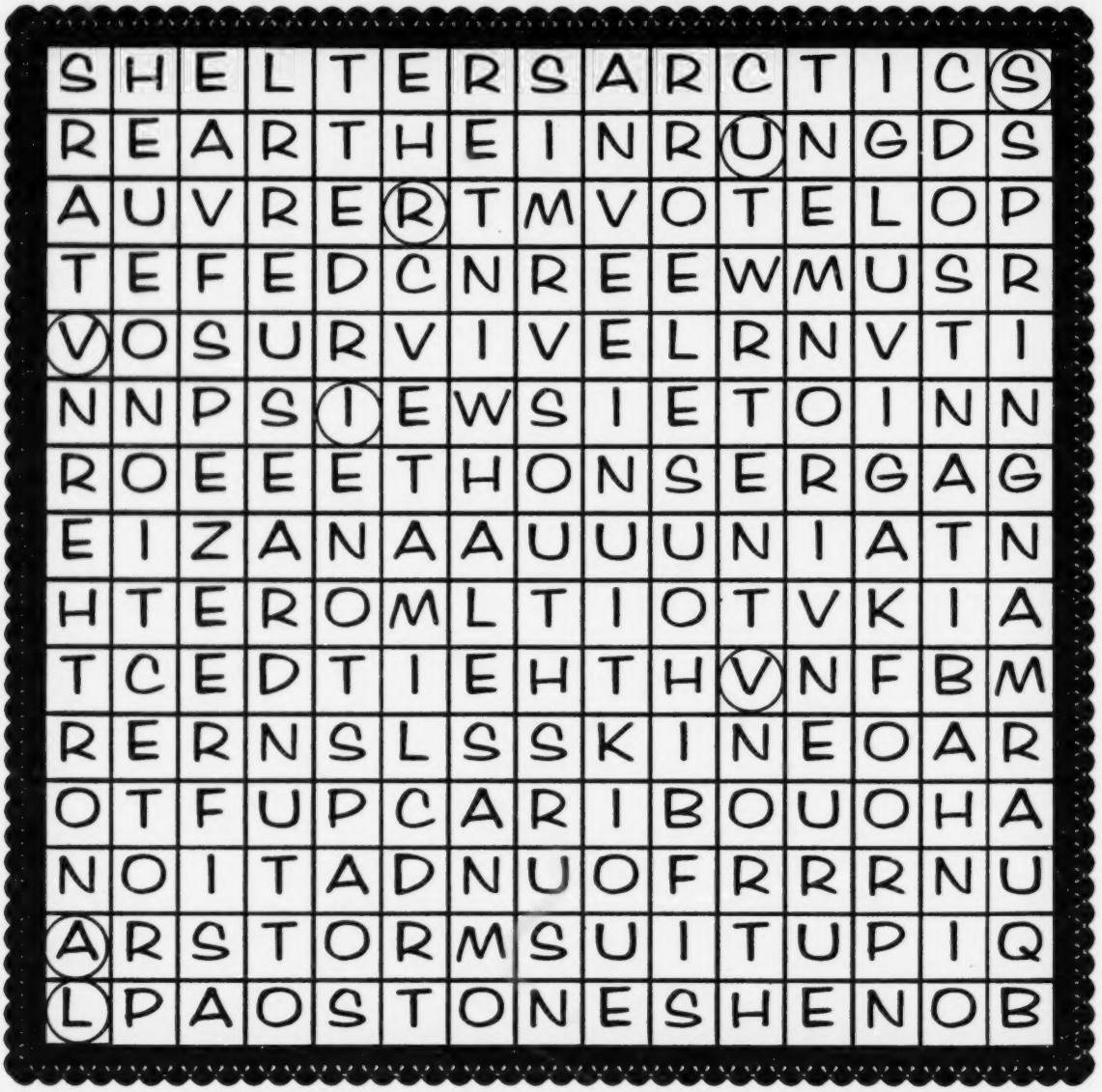
The following words may be found vertically, horizontally or diagonally in any direction. The remaining letters in sequence form the mystery word.

| S | H | E | L | T | E | R | S | A | R | C | T | I | C | S |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| R | E | A | R | T | H | E | I | N | R | U | N | G | D | S |
| A | U | V | R | E | R | T | M | V | O | T | E | L | O | P |
| T | E | F | E | D | C | N | R | E | E | W | M | U | S | R |
| V | O | S | U | R | V | I | V | E | L | R | N | V | T | I |
| N | N | P | S | I | E | W | S | I | E | T | O | I | N | N |
| R | O | E | E | E | T | H | O | N | S | E | R | G | A | G |
| E | I | Z | A | N | A | A | U | U | U | N | I | A | T | N |
| H | T | E | R | O | M | L | T | I | O | T | V | K | I | A |
| T | C | E | D | T | I | E | H | T | H | V | N | F | B | M |
| R | E | R | N | S | L | S | S | K | I | N | E | O | A | R |
| O | T | F | U | P | C | A | R | I | B | O | U | O | H | A |
| N | O | I | T | A | D | N | U | O | F | R | R | R | N | U |
| A | R | S | T | O | R | M | S | U | I | T | U | P | I | Q |
| L | P | A | O | S | T | O | N | E | S | H | E | N | O | B |

ARCTIC
ART
BONE
CARIBOU
CLIMATE
EARTH
ENVIRONMENT
FOUNDATION
FREEZE
FUR
HARD
HOUSE
ICE
IGLUVIGAK
INHABITANTS
INUIT
MELT
NORTH
NORTHERN
PEN
PROTECTION
QUARMANG
RIVER
ROAM
ROOF
SEA
SEAL
SEVERE
SHELTER
SKIN
SNOW
SOAP
SOAPSTONE
SOD
SOUTH
SPRING
STONES
STORMS
SUIT
SURVIVE
TENT
TOP
TREE
TUNDRA
TUPIQ
WINTER
WHALES

**Master #4**

**Wordsearch Answer Sheet (The mystery word is SURVIVAL)**



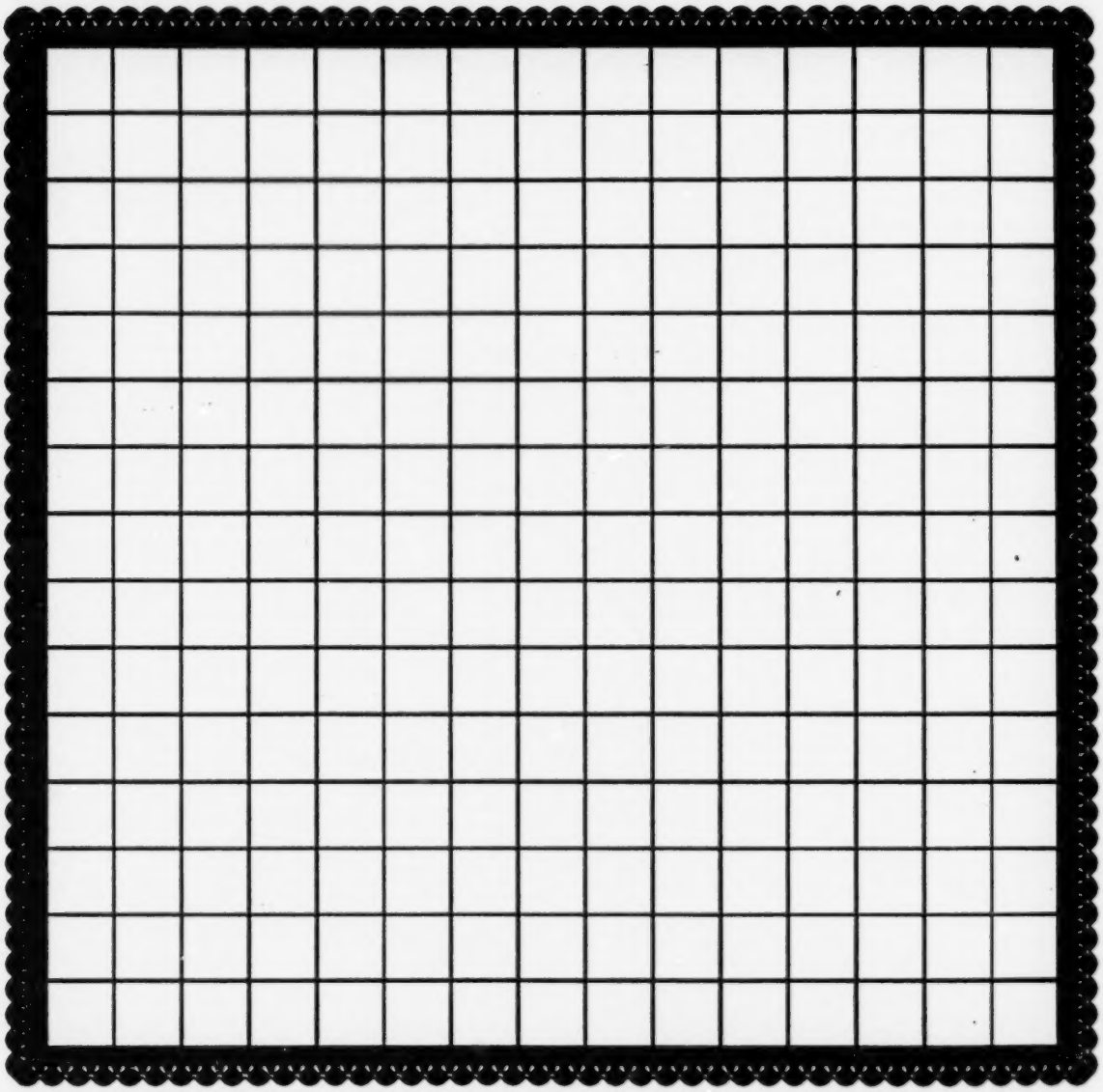
| S | H | E | L | T | E | R | S | A | R | C | T | I | C | S |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| R | E | A | R | T | H | E | I | N | R | U | N | G | D | S |
| A | U | V | R | E | R | T | M | V | O | T | E | L | O | P |
| T | E | F | E | D | C | N | R | E | E | W | M | U | S | R |
| V | O | S | U | R | V | I | V | E | L | R | N | V | T | I |
| N | N | P | S | I | E | W | S | I | E | T | O | I | N | N |
| R | O | E | E | E | T | H | O | N | S | E | R | G | A | G |
| E | I | Z | A | N | A | A | U | U | U | N | I | A | T | N |
| H | T | E | R | O | M | L | T | I | O | T | V | K | I | A |
| T | C | E | D | T | I | E | H | T | H | V | N | F | B | M |
| R | E | R | N | S | L | S | S | K | I | N | E | O | A | R |
| O | T | F | U | P | C | A | R | I | B | O | U | O | H | A |
| N | O | I | T | A | D | N | U | O | F | R | R | R | N | U |
| A | R | S | T | O | R | M | S | U | I | T | U | P | I | Q |
| L | P | A | O | S | T | O | N | E | S | H | E | N | O | B |



Tundra Books

## Master #4

## Wordsearch (Blank)



## Master #5

## Houses of snow, skin and bones

## Dwelling and Seasonal Chart

| Region | Winter | Summer |
| --- | --- | --- |
| Central Inuit | | |
| Eastern Arctic, Baffin Island, Greenland | | |
| Western Arctic, Alaska | | |

**Master #6**

## Houses of hide and earth

Fill in the blanks after reading the material on pages 3 through 7.

The tipi, which could be either large of small, was made of _____. It was kept fresh inside by nice smelling _____ and soft _____ .

The tipis belonged to the _____ . They were responsible for putting them up and _____ them _____. They could be ready to travel in a few _____.

When a new tipi was needed the women _____some _____hide. Because it was a big job, they would prepare a _____ and invite others to help them.

When a tipi was ready a _____ was lit inside it to keep the covering _____ .

No help from _____ was allowed.

## Master #6 Answer Sheet

## Houses of hide and earth

Fill in the blanks after reading the material on pages 3 through 7.

The tipi, which could be either large of small, was made of buffalo skin (hide). It was kept fresh inside by nice smelling brush and soft fur .

The tipis belonged to the women . They were responsible for putting them up and taking them down. They could be ready to travel in a few minutes .

When a new tipi was needed the women dried, scraped and cured some buffalo hide. Because it was a big job, they would prepare a feast and invite others to help them.

When a tipi was ready a fire (of sagebrush) was lit inside it to keep the covering soft .

No help from men was allowed.

**Master #7**

**Houses of adobe**

**Crossword Puzzle**

**Across:**

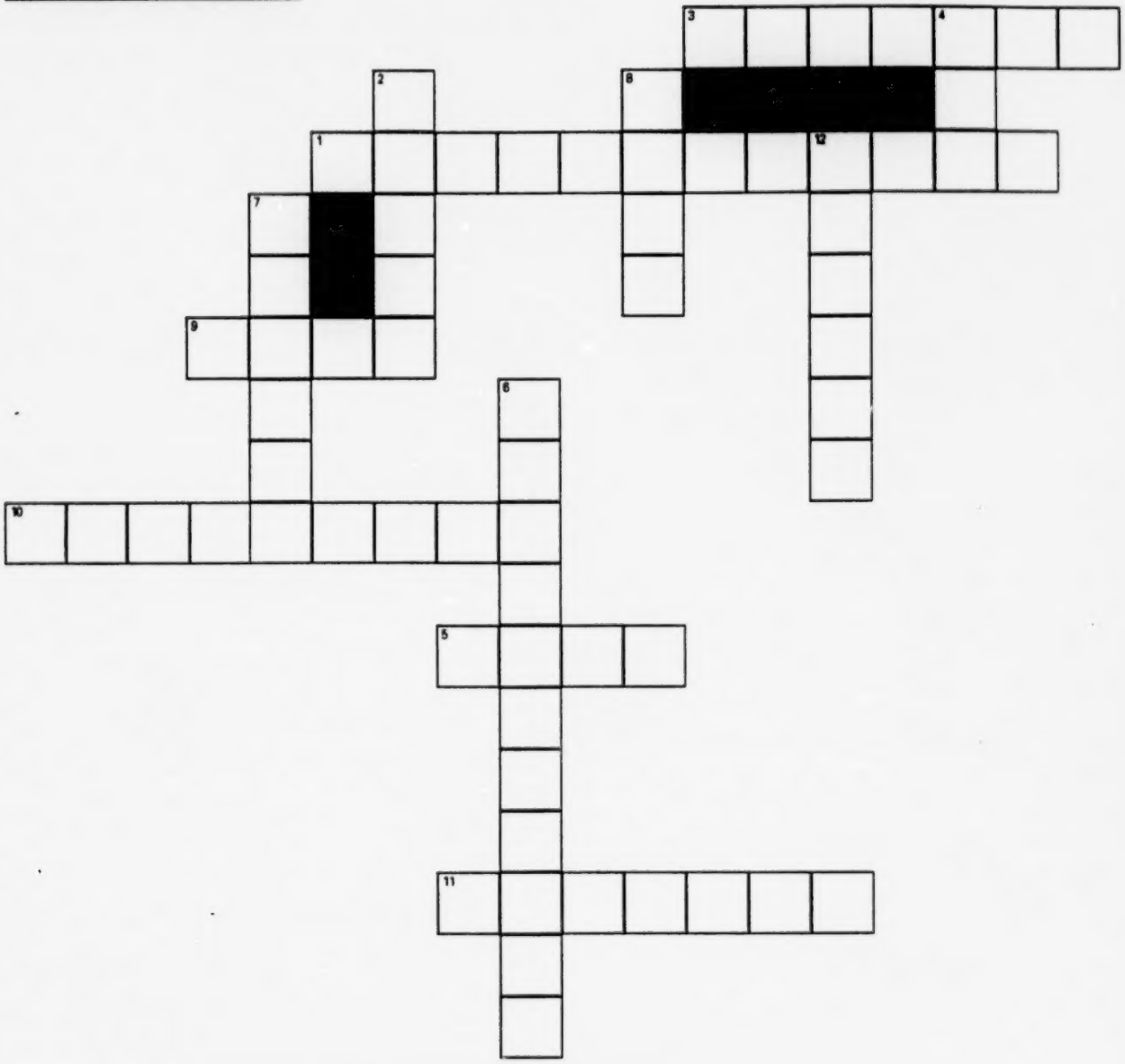
1. The largest "Great House" was _____ .
3. These berries were dried for later use.
5. One basic food source was _____ .
9. This ceremonial center of the community was called a _____.
10. Made of pieces of wood or broken pottery, this helped the water escape after a heavy rainfall.
11. People who came from Europe and gave the Native settlements the name, pueblos.

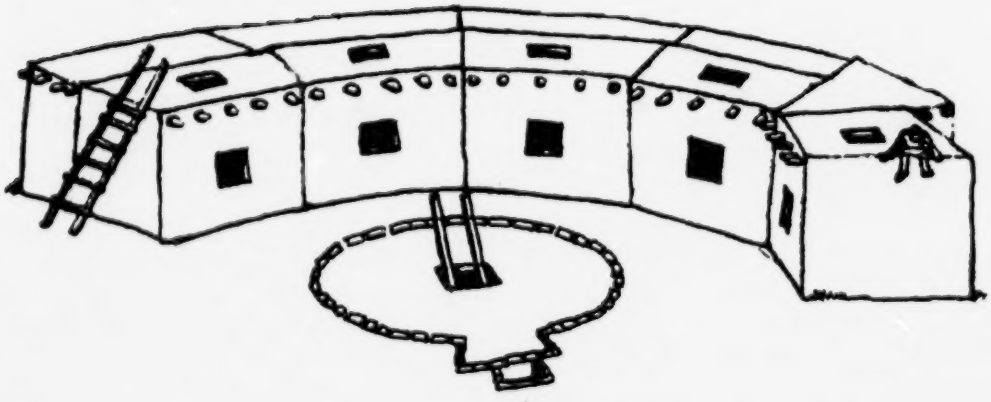
**Down:**

2. Baskets were woven from fibres from these plants.
4. An early style of house was the _____ house.
6. A design made by pecking away the surface of a boulder is called a _____ .
7. Some dwellings in New Mexico were built in _____ .
8. People of this tribe were called _____ .
12. People who originally inhabit a land are called _____ peoples.

## Master #8

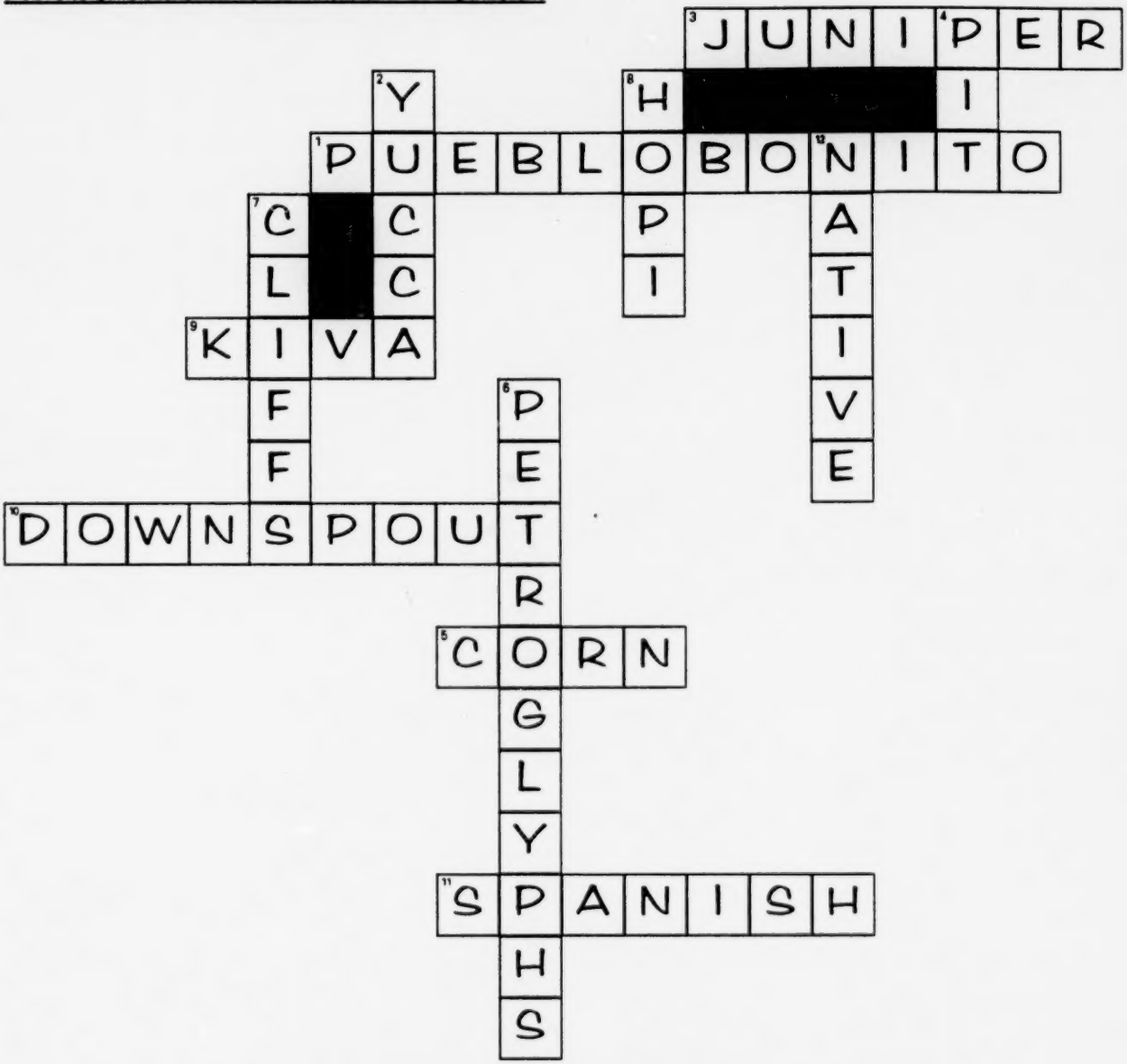
## Adobe Crossword

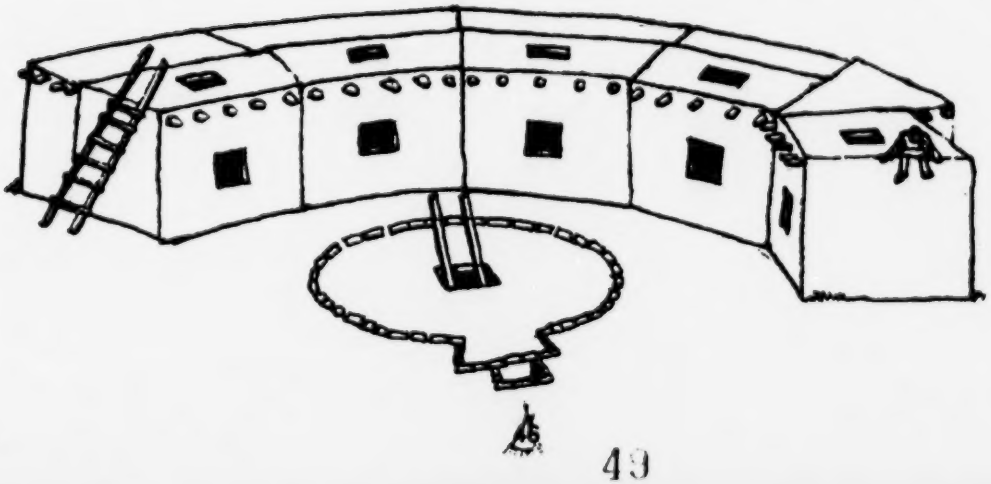




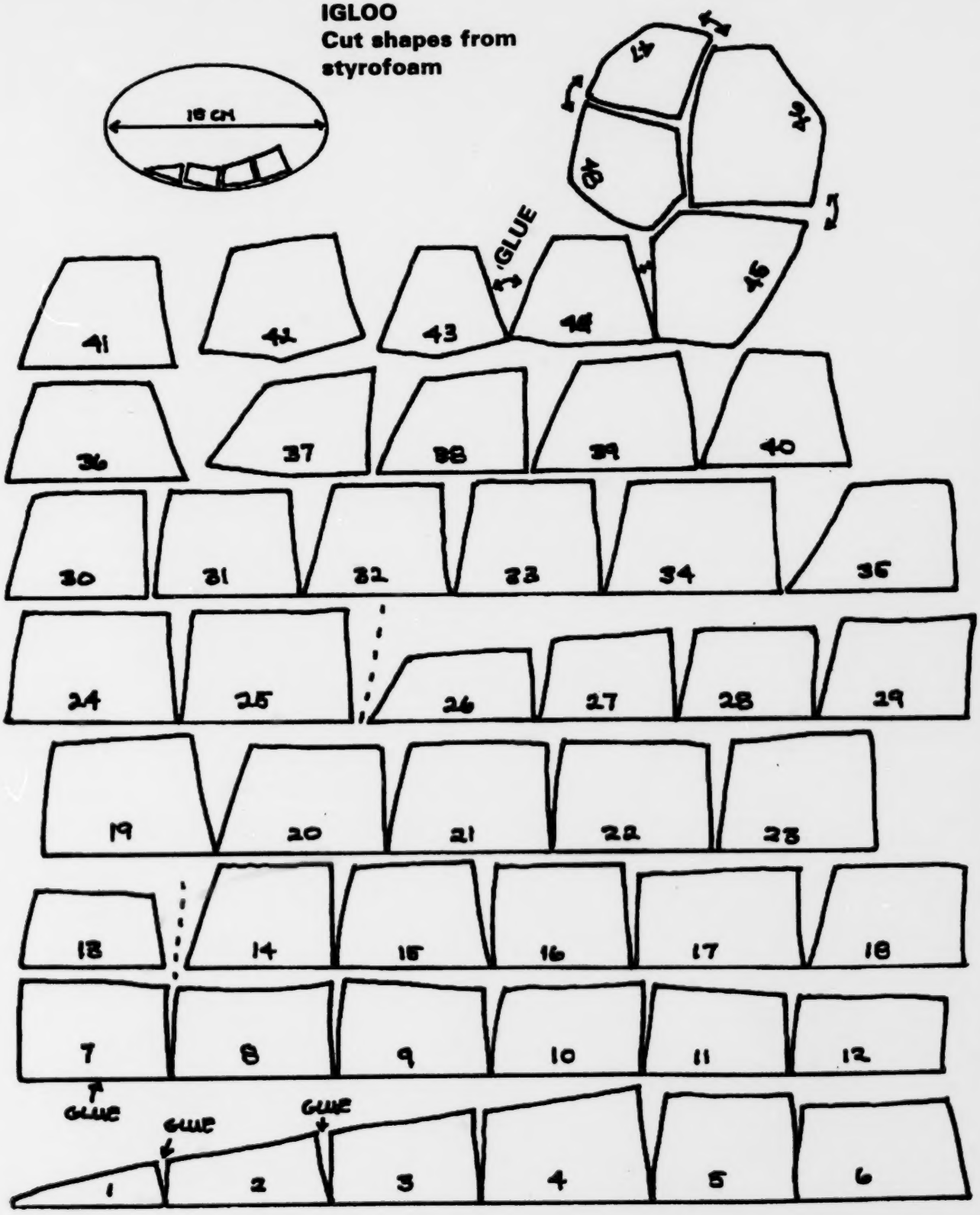
## Master #9

## Adobe Crossword Answer Sheet



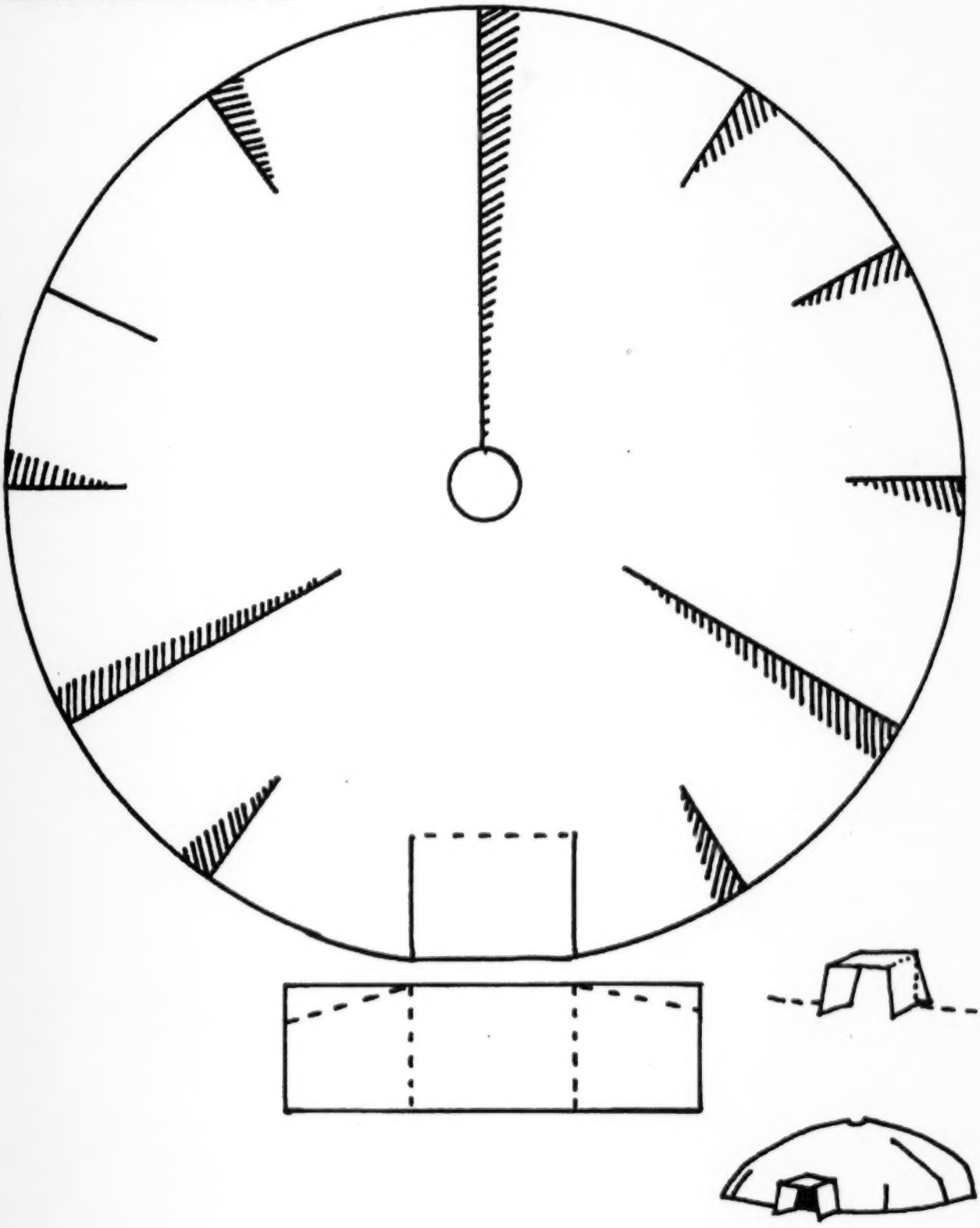
## Master #10 Templates (1-6)



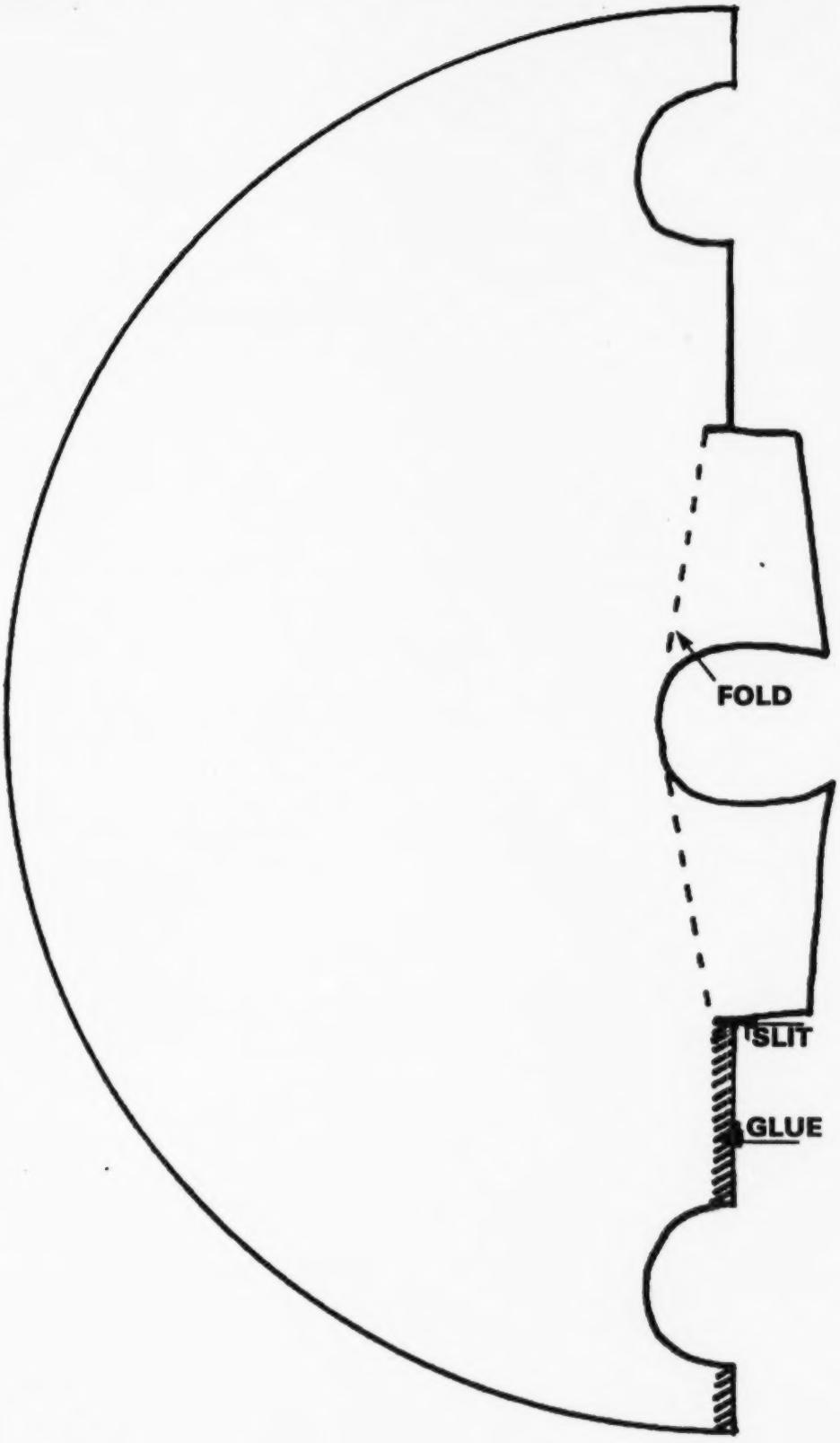



BEST COPY AVAILABLE

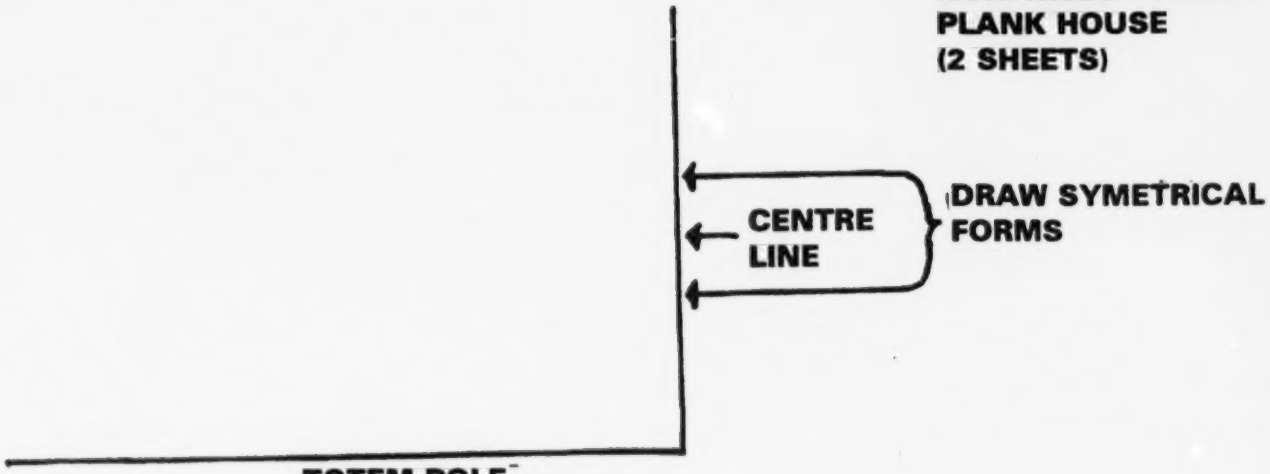
## MANDAN EARTHLODGE



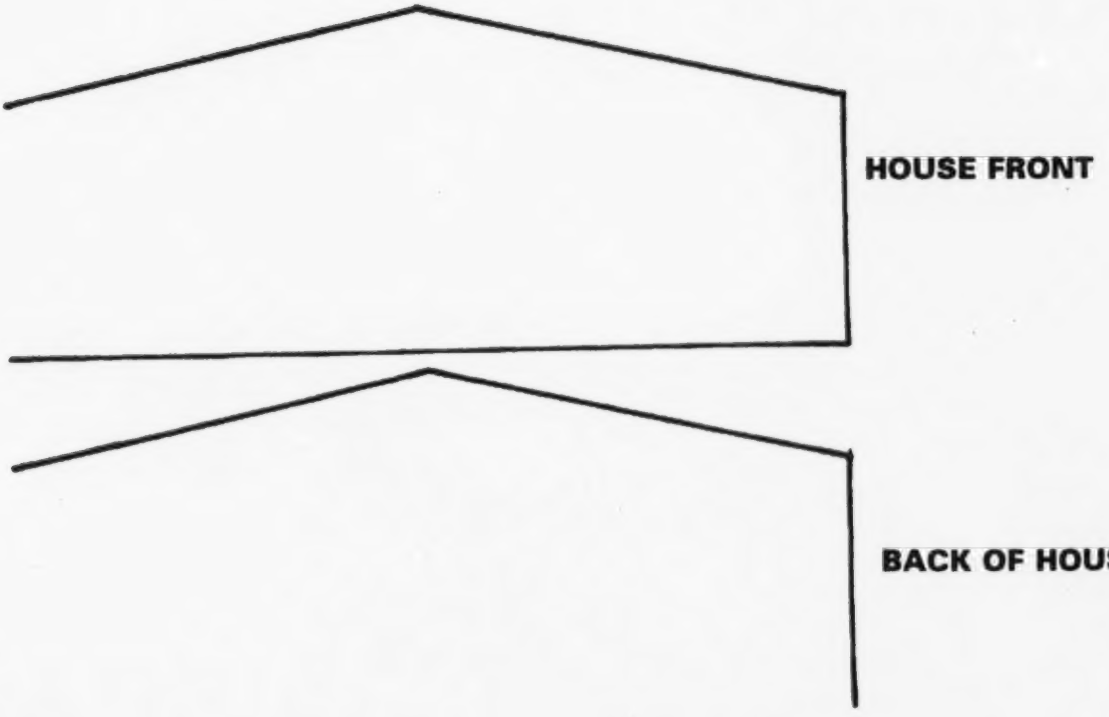
## HIDE TIPI

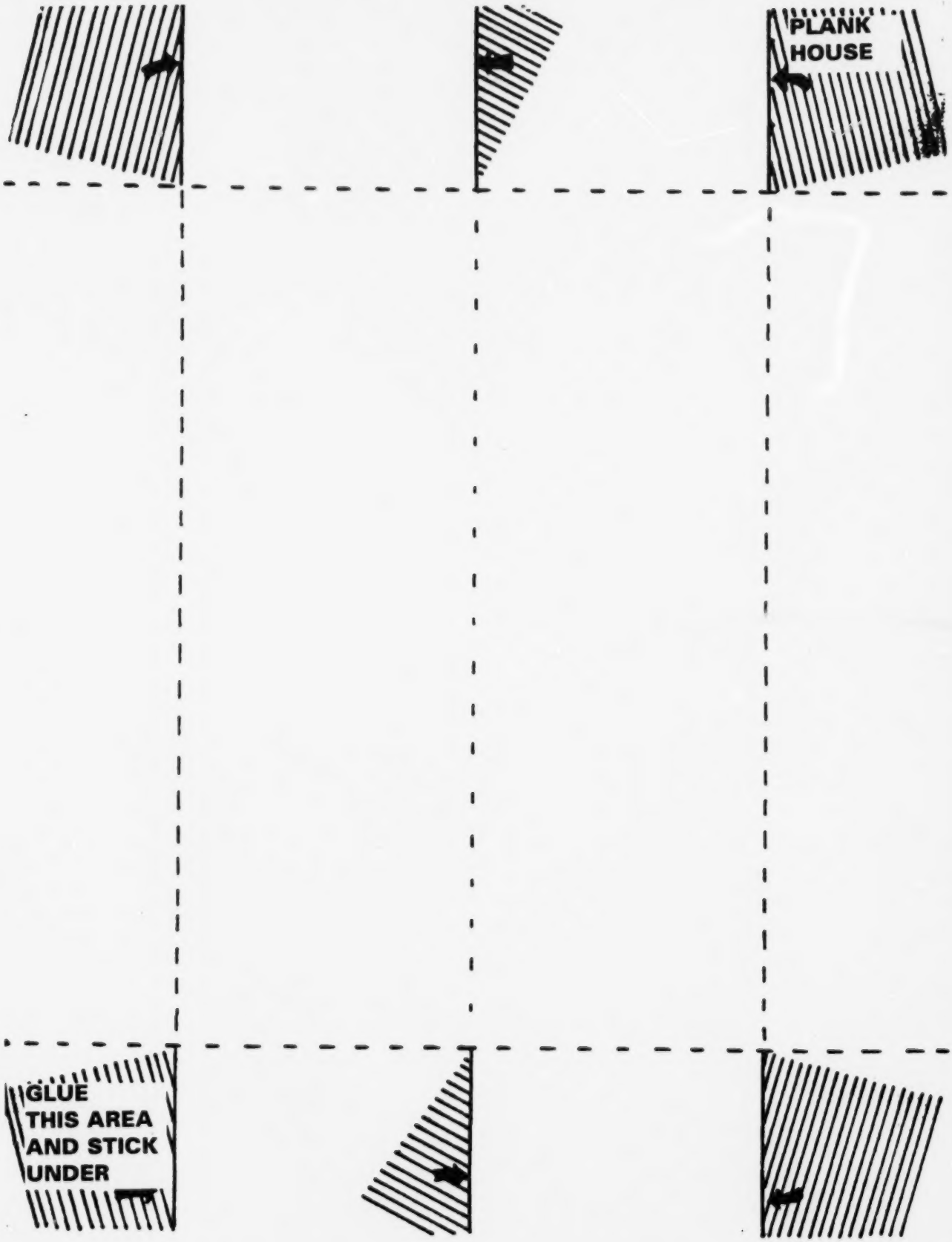


**NORTHWEST COAST PLANK HOUSE (2 SHEETS)**

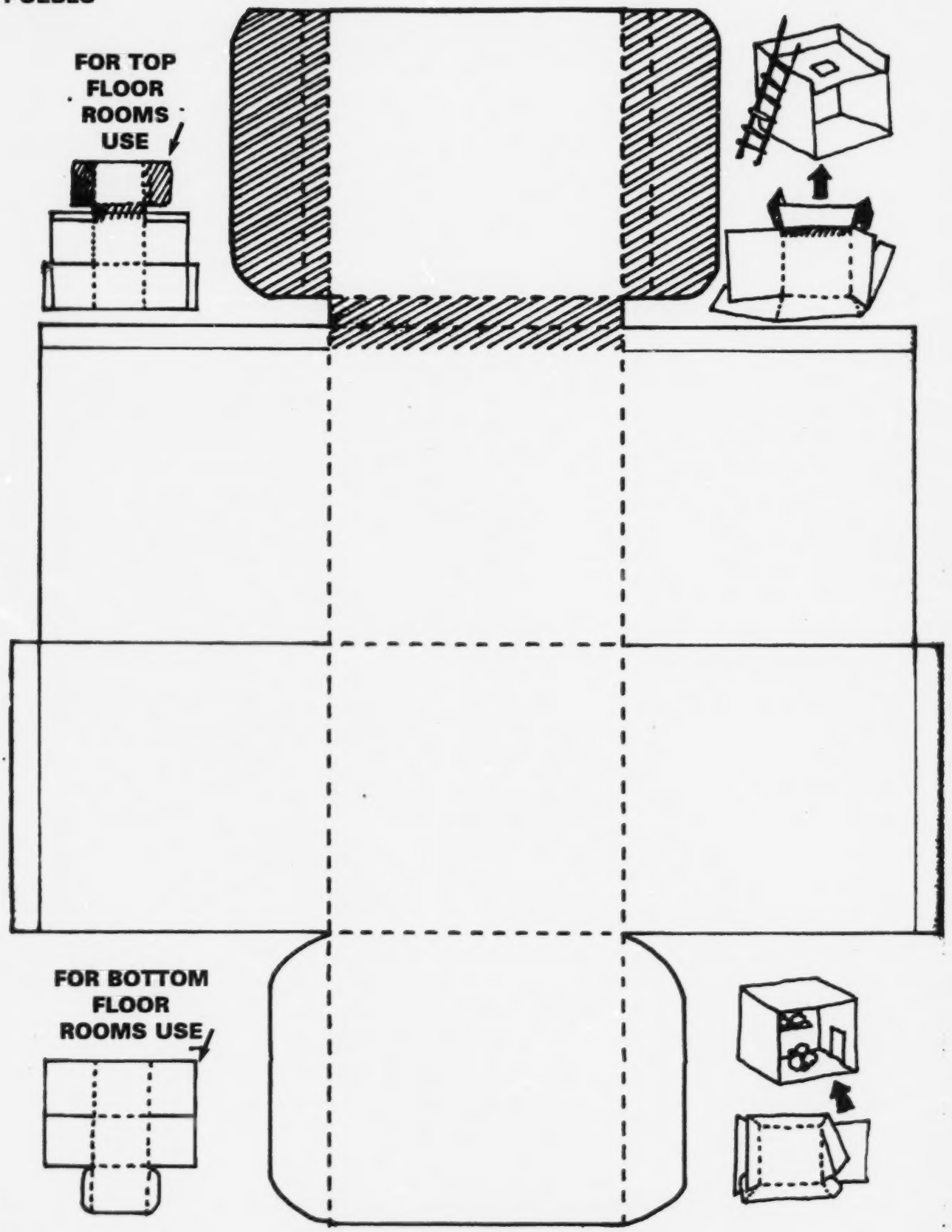



**TOTEM POLE**
**DECORATE, CUT OUT, ROLL AND GLUE**




PLANK
HOUSE
GLUE
THIS AREA
AND STICK
UNDER

**PUEBLO**



## Master #11 Vocabulary List

Houses of snow, skin and bones

antler
decompose
emergency
insulation
splice
translucent
conserve
dome
foundations
membrane
survival
tundra

Houses of bark

bough
flammable
sapling
shaman
stockade
tripod
communal
maize
shallow
splint
treaty
windbreak

Mounds of earth and shell

archaeologist
astronomer
dispute
elaborate
granary
purification
aristocracy
community
effigy
embankment
pentagon
sentry

Houses of hide and earth

arbors
foothills
mythic
platform
sinew
relentless
corralled
mortar
nomadic
sacred
spiritual
ventilation

Houses of adobe

canyon
drought
inhabited
niche
petroglyph
savannah
concave
haphazardly
kernel
parapet
provision
symbolize

Houses of wood

adze
clan
mansard
mural
parched
prominent
barricade
cubicle
massive
ochre
potlatch
ritual

## Activity Record Sheet

clip art here

**Name of Student:** _____

**Title of Book:** _____

Reading: I have read these books (research or pleasure).

1. _____
2. _____
3. _____
4. _____
5. _____

Writing: I have written poems, stories and reports.

1. _____
2. _____
3. _____
4. _____
5. _____

Art: I have done these activities.

1. _____
2. _____
3. _____

Science: These activities are complete.

1. _____
2. _____
3. _____
4. _____

## Evaluation Sheet

clip art here

Name of Student: _____

Title of book: _____

Reading:

_____

Research:

_____

Word Study:

_____

Art:

_____

Critical Thinking:

_____

Science:



Tundra Books

## Native Dwelling Series

**Electroboards** are easy to make and fun to use. They generate high interest and participation. The variety of skills they can be used to reinforce are endless.

**Materials:**

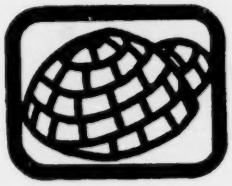
1 piece of Bristol board
1 circuit tester
heavy duty tinfoil
masking tape
hole punch

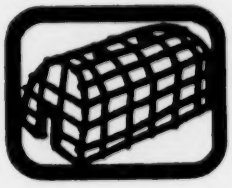
On the left hand side of the board write several questions. On the right side, in mixed order, the answers to these questions.

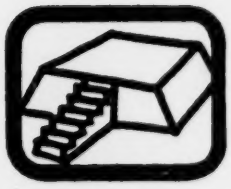
Punch a hole in front of each question and its corresponding answer. On the back, place a narrow strip of rolled tinfoil, making sure that it covers the hole previously punched. Place tape over the foil to hold it in place.

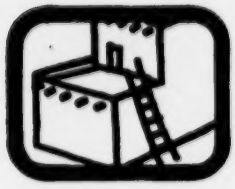
Students place one end of the circuit tester on the question and the other on the answer. When the students have correctly matched a question and answer, the light goes on.

## Clip art for use on Activity Cards, Record sheets









## Activity Cards

**Activity** _____

clip art here

**Activity** _____

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**Activity** _____

clip art here

**Activity** _____

clip art here

**Activity** _____

clip art here

**Activity** _____

clip art here

## Useful addresses

Magazine:

**Aboriginal VOICES:** Art, Literature, Culture, Media, Entertainment
Suite 201 — 116 Spadina Avenue, Toronto, Ontario M5V 2K6 Telephone: (416) 703-4577

TV:

**Native American Public Broadcasting Consortium:**
PO Box 83111 Lincoln, NE 68501-3111 Telephone: (402) 472-3522

Music:

**Indian House:** Quality recordings of traditional American Indian music
PO Box 472-A, Taos, NM 87571 Telephone: (505) 776-2953

Cultural events:

Watch for Pow Wows, Festivals and Native Arts and Crafts exhibits in your area.
For a more complete listing of Pow Wows, contact The Book Publishing Company,
PO Box 99, Summertown, TN 38483 Telephone: 1 800 695-2241

Books:

**The Native Book List** is a catalogue book service featuring books by and about North American Native people. 620 Duchess Street, Saskatoon, SK S7K 0R1 Telephone: (306) 242-4936.

There are major repositories of documentation on Native American art at various provincial, state, museum, and archival libraries. Check your local telephone directory.

Directories:

**First Nations Tribal Directory** is a comprehensive listing about North American Indians, their communities, governments, businesses, institutions and programs. It can be ordered from **Arrowfax L.L.C.**, PO Box 66009, Unicity Postal Outlet, Winnipeg, MB R3K 2E7 Telephone: (204) 884-2488.